
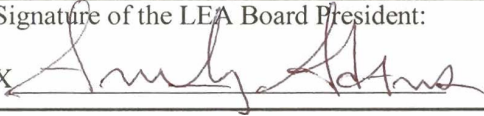


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Southeastern High School	Mailing Address: 3030 Fairview Street, Detroit MI, 48214-2215
School Building Code: 576	
School Building Contact for the School Improvement Grant	
Name: Gerald Craft	
Position and Office: Principal	
Contact's Mailing Address: 3030 Fairview Street, Detroit MI, 48214-2215	
Telephone: (313) 866-4500	
Fax: (313) 866-5555	
Email address: gerald.craft@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Upon receiving the criteria indicators for meeting AYP, Southeastern High School's Comprehensive Needs Assessment was conducted in the winter, spring and summer of 2010. The data was analyzed by the administration, staff and key stakeholder. Presented below are the four major categories of analysis: 1) Demographics; 2) Student Achievement; 3) Process; and 4) Perceptions.

Data Examined: Demographics

Southeastern High School is comprised of 1,522 students; 99.2% are African American. Approximately one-third of the students are concentrated in the tenth grade with the remaining students equally distributed amongst the other grades; 50% are male. Eighty-seven percent of Southeastern High School's students participate in the free and/or reduced meal programs. Approximately 20% of the students are classified as special education.

Demographic Findings

Approximately 90% of Southeastern High School's students are economically disadvantaged and fall under the poverty line. In a city crippled by economical adversities; 13% unemployment, bankrupted automobile industry, and diminished public schools; developing systems that address these adverse conditions which impact learning is paramount.

Data Examined: Student Achievement

According to the Michigan School Accreditation and Accountability System (MI-SAAS), Southeastern High School's percentile ranking is 1.89 amongst Michigan's persistently lowest achieving schools. When measured by the Michigan Merit Examination, the school has maintained a two-year average proficiency of 25% in reading and 4.9% in mathematics. Southeastern has not made AYP for 8 years.. This is why the school is targeted for restructuring and is classified as a Priority School. Subgroup achievement is

depicted in the table that follows. As shown, regardless of gender or ethnicity, the patterns are consistent across all areas tested with one exception; only 4% of students with disabilities met or exceeded Michigan Performance Level Standards.

MME 2008-09 Performance by Sub-Group						
(Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)						
	Reading	Writing	ELA	Math	Science	Soc Stu
All Students	24.1%	7.5%	10.7%	5.4%	12.1%	40.4%
Gender						
Male	23.7%	7.9%	11.0%	8.6%	14.4%	41.9%
Female	24.4%	7.3%	10.4%	3.6%	10.8%	39.2%
Ethnicity						
(1) American Indian/Alaskan Native						
(2) Asian/Pacific Islander						
(3) Black, Not of Hispanic Origin	24.1%	7.6%	10.8%	5.5%	12.3%	40.4%
(4) Hispanic						
(5) White, Not of Hispanic Origin						
Special Groups						
Students with Disabilities	4.0%		4.0%		3.7%	15.5%
Limited English Proficient/Bilingual						
Economically Disadvantaged	24.3%	7.3%	11.0%	5.8%	12.4%	41.9%

(Not reported if there are less than 10 students in a sub-group)

In addition to state assessment data, school level assessments in reading and math reveal that students are performing on average at the 5th grade level in both reading and mathematics. District quarterly assessment results have not been reported, but should shed more light on student performance as it relates to the district's curriculum expectations.

Student Achievement Findings

Student achievement data reveals that students at all grade levels and all sub-groups are significantly underperforming at Southeastern. Adequate Yearly Progress targets still have not been met according to the results from test scores and other related data. In fact, achievement has decreased from the year before. This signifies that radical systemic change to improve teaching and learning is necessitated.

Data Examined: Process

Southeastern High School conducted the AdvancED Self Assessment in January of 2010 in order to assess and maintain alignment with the AdvancED standards for school accreditation. The Self Assessment helps the school identify strengths and weaknesses on each of the seven standards, and most importantly, identify the extent to which certain practices and processes are in place.

Process Findings:

Southeastern's greatest strengths are evident in: 1) communicating vision and identifying goals to advance the vision; 2) providing resources and support systems by assigning sufficient staff and budget; and 3) fostering collaboration with community stakeholders to support student learning. The remaining four: 1) areas of governance and leadership, 2) teaching and learning, 3) documenting and using results, and 4) commitment to continuous quality improvement are primarily operational, but not fully integrated and effectively and consistently implemented.

Data Examined: Perceptions

International Center's Learning Criteria to Support 21st Century Learners WE teach and WE learn surveys were administered in the spring of 2010 along with classroom observations and interviews with teachers, administrators, counselors, students and parents. The Learning Criteria is based on research conducted by the International Center and the Successful Practices Network with over 600 schools across the country.

Perceptions Findings:

Student and teacher perceptions of achievement in the classroom are skewed. Ninety-three percent of teachers believe their instruction is student-centered, hands-on and rigorous, while only 48% (less than half) of students had this same expressed view. Eighty-seven percent of teachers indicated that they engage in hands-on activities, 32% of students felt this was true. Eighty-six percent of students feel teachers make learning exciting for students, whereas 31% of students think teachers make learning fun. Students revealed that overall they were bored with their learning and teachers were unprepared because they do not make learning fun. Student boredom led to poor attendance in classes which led to poor performance. During classroom visits by the administrative team it was clear that teachers needed direction on developing relationships with their students in order to gain their trust and motivate students to learn again. The WE learn, WE teach survey showed that relationship building is directly related to rigor and can ultimately get students to achieve.

Target Areas for Improvement with Supporting Rationale

Based on the comprehensive needs assessment, the priority areas for establishing goals identified for student achievement are:

- Improving student achievement by 10% in ELA, mathematics, science, and social studies.

- Improving Teaching through creating shared responsibility for achievement, personalizing instruction and creating a professional teaching culture.
- Improving Learning through creating a safe, disciplined and engaged environment; developing systems that address the adverse conditions which impact learning; and developing close student-adult relationships.
- Instituting data and performance systems that are real-time, data-driven and focused on continuous quality improvement.

The supporting rationale for the areas identified is based on MME results which revealed that less than 37% of Southeastern students achieved proficiency in reading, writing, mathematics, science and social studies. Program process information showing that governance, leadership, teaching, learning, documenting and using results and commitment to continuous quality improvement are not effectively and consistently implemented. Survey and classroom observations demonstrate a dichotomy exists between teachers' and students' perceptions regarding effectiveness of classroom instruction in promoting student engagement in meaningful learning. The school leadership at Southeastern High School recognizes the need for change in processes and procedures related to monitoring and improving student and teacher support systems.

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Detroit Public Schools (DPS) and Southeastern High School (SEHS) are committed to making immediate and targeted change that significantly improves student achievement at the school. Dr. Gerald E. Craft was appointed as principal of Southeastern High School of Technology August 15, 2009. The International Center for Leadership in Education (ICLE) was selected as the school academic partner. During the 2009-2010 school year, a Leadership Team comprised of administrators, lead teachers, parents and community partners developed a Strategic Plan. The plan focused on improving school leadership and teacher effectiveness, data-driven decision making and establishing professional learning communities to provide a rigorous and relevant curriculum.

As a Priority school, the district allowed the principal to select all new staff for the 2009 – 2010 school year. At the beginning of this school year, teachers were required to reapply for their jobs and the principal was allowed to replace up to 50% of the staff. As the school began this year, the following was undertaken to initiate the turnaround school planning process to build capacity and change conditions that dramatically impact student achievement:

- Convened the leadership team and school community members to determine most urgent needs and the turnaround strategies to address those needs.
- Developed and submitted a three year Turnaround Plan that addresses strategies to improve:
 - i. Teacher and School Leader Effectiveness
 - ii. Comprehensive Instructional Reform Strategies
 - iii. Extended Learning Time and Creating Community-Oriented Schools
 - iv. Operating Flexibility and Sustained Support
- Detroit Public Schools and School Leadership sent a detailed description of the Turnaround Intervention Plan (TIP) to inform school stakeholders of efforts to improve school climate and student achievement.
- School and district leadership evaluate teachers and building administrators based on a clear standards of school and student performance yearly.
- As a priority school, 50% of the staff may be replaced.

- All staff are interviewed each year and required to sign an agreement committing to the expectations and requirements of the Turnaround at Southeastern High School.
- Detroit Public Schools and School Leadership communicated a detailed description of the Turnaround Intervention Plan (TIP) to inform school stakeholders of efforts to improve school climate and student achievement.

Staff and other key stakeholders support the turnaround model. There efforts are evidenced by meeting agendas and assigned committees. Meeting agendas contain key ideals discussed that identify commitment and support. (Appendix 1)

b. Explain the district and school's ability to support systemic change required by the model selected.

The District is currently working to create the Office of Priority Schools to provide central office support and direction. The District is providing support for systemic change by:

Providing operational flexibility (staffing, calendars/time/budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates by implementing through

Shared Decision Making

The District in collaboration with the DFT, negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school's reform model. In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision- making model. The school's eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. *However, under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.*

To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will

allow each building to have more flexible work conditions to meet the building's individual need. Additionally, as a part of instructional reform, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. As part of implementation of Priority Schools, the District and teacher's union (DFT) agreed to accommodate necessary and unusual requirements such as creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day and extended school year; and parental and community engagement.

During year 1, Southeastern's School Leadership Team will receive in-depth training provided by the partner provider and the District in developing a sophisticated understanding on how to engage in the shared decision making process and how to create structures and systems that support teaching and learning. The School Leadership Team will meet to determine how Title funds and other dollars will be used to support our implementation plan. The SLT will meet weekly to monitor implementation and make appropriate modifications to our plan. The SLT will convene to make decisions about staffing needs and hiring and retention decisions.

Implementing strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions and provide additional to attract and retain staff by:

School Based-Performance Pay

Additionally, to further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed to the schools either by (1) utilizing the District's predetermined cash distribution matrix or (2) the School Leadership Team will determine an alternative. Schools selected to participate in the school-based performance program will be subject to an annual review of predetermined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed for participation in the following year, unless the non-renewal is due to a lack of available funding.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, Southeastern High School will:

- Extended school day at least three hours per week
- Participate in the Shared Decision-Making process by appointing a School Leadership Team
- Hire staff based on a selective application process
- Retain staff based upon performance, not seniority
- Participate in mandatory prescriptive and prescribed professional development offered during the school day, after school, Saturdays and during the summer

During the year 1, International Center for Leadership in Education and the District will provide Southeastern's School Leadership Team in-depth training around the shared decision making process; how to create structures and systems require to support teaching and learning; and how to maximize flexible operational opportunities provided through the DPS and DFT negotiated contracts.

During the second semester 2011, International Center for Leadership in Education in collaboration with the Southeastern Leadership Team will develop a marketing plan to attract experienced, effective teachers to Southeastern High School. A signing bonus will be a part of this plan. During the first year, Performance Incentives will be offered to reward and retain individuals meeting effective teaching standards established by the District and the Leadership Team.

Other Related Requirements

Use evaluation systems that take into significant account data on student growth as well as other factors. Evaluation systems are designed with teacher and principal involvement.

The District with teacher and principal involvement has developed a new Teacher Evaluation tool and process that: 1) creates a shared vision of good instruction; 2) provides meaningful feedback to teachers that support the refinement of instructional practices; 3) provides data that drives the design and development of individualized and a comprehensive professional development plan; 4) creates a system of reciprocal accountability; 5) includes both qualitative and quantitative data; and 6) ties academic and non-academic performance measures (student performance growth measures) to teacher performance.

During the first year, Southeastern High School will pilot the new system. First semester, training will be provided to principals and teachers. Second semester the new evaluation system will be implemented along with continued training. Year 2, the new system will be fully implemented.

Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes

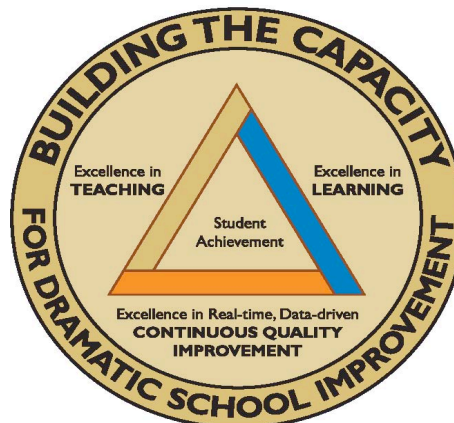
The DPS and DFT negotiated contract delineates within the Priority Schools Agreement, School-based Performance Bonuses and the Teacher/Leadership Evaluation Tool and Processes the mechanisms for rewarding school leaders, teachers and other staff who have increased student achievement and removal of leaders and staff who have not met these criteria.

During the first year the Southeastern High School's Leadership Team and staff will be provided training around elements of the negotiated agreements. The district and International Center for Leadership in Education will provide training for the School Leadership Team to support understanding of effective teacher core competencies and understanding what good instruction looks like. During the first year the Teacher Evaluation Tools and Process will be used to begin to identify staff members who do not meet Priority School expectations and requirements.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

SOUTHEASTERN HIGH SCHOOL'S
TURNAROUND SCHOOL FRAMEWORK*



*Adapted from Mass Insight 2007

Southeastern High School (SEHS) is dedicated to adopting a turnaround model that will significantly improve student achievement in a three-year period by promoting excellence in teaching, excellence in learning and excellence in real-time, data-driven continuous quality improvement. This framework was arrived at through a systemic review of the needs assessment data and the research on turnaround schools. The supporting rationale for the areas identified is based on MME results which revealed that less than 37% of Southeastern students achieved proficiency in reading, writing, mathematics, science and social studies. Program process information showing that governance, leadership, teaching, learning, documenting and using results and commitment to continuous quality improvement are not effectively and consistently implemented. Survey and classroom observations demonstrate a dichotomy exists between teachers' and students' perceptions regarding effectiveness of classroom instruction in promoting student engagement in meaningful learning. Furthermore, the research on turnaround schools advance the importance of addressing adverse learning conditions and integrating research and practice to increase total school effectiveness. (Mass Insight, 2007).

The turnaround framework serves as the underpinning for our goal to dramatically increase student achievement within a three-year period by:

- Improving Teaching through creating shared responsibility for achievement, personalizing instruction and creating a professional teaching culture.
- Improving Learning through creating a safe, disciplined and engaged environment; developing systems that address the adverse conditions which impact learning; and developing close student-adult relationships.
- Instituting data and performance systems that are real-time, data-driven and focused on continuous quality improvement.

In preparation for implementing the turnaround model, pre-implementation activities will be initiated in the spring of 2011 and will ultimately be related to the goal of improving overall student achievement. Pre-implementation activities will include:

1. Transition Summer School, a four-week program for our incoming 9th graders. The summer transition program will review student performance levels from middle school and transition those skills into high school level expectations. Program benefits include: Core subject enrichment, presentation skill etiquette, character education, use of technology, certificate of participation and career exploration. The rationale for this activity is to promote growth and skill level adjustment
2. Pre-implementation Professional Development will support the goals and objectives of targeted classroom instruction based on teacher evaluation performance and student needs. The focus is designed to empower teachers in the development of their leadership skills, collaborative teaming, academic intervention, developing common lesson plans, content rubrics, common assessments, and differentiated instruction. In addition to professional development for teachers, leadership development will be centered around developing a sophisticated understanding on how to create structures and systems that support the turnaround model. The rationale for these activities is to create a relevant and conducive environment of excellence.
3. Technology will be used as a way of improving learning and delivery of instruction. The pre-implementation activities will include reading literacy programs, books online and science and mathematics educational software. The rationale for integrating technology into the curriculum is to increase literacy motivation and engagement.

At the start of the 2011-12 school calendar year, Southeastern High School of Technology and Law will initiate its Turnaround Model goals which are as follows:

1. Improve Student Performance in English language arts, mathematics, science and social studies by 10% each year based on the MME and MEAP test results.
2. Adopt a new governance structure which will include vertical and horizontal teams that utilize real-time data to inform instruction.

3. Implement comprehensive instructional reform that is research-based including differentiation of instruction, Content Literacy Continuum, Rigor and Relevance Framework and Integration of Technology
4. Develop teacher and school leader effectiveness to dramatically improve academic achievement of all students
5. Personalize instruction based on diagnostic assessment and flexible time-on-task
6. Provide Pathways to Success

The following strategies will be undertaken to accomplish the goals. It is important to note the dynamic and interrelatedness of the goals:

Goal 1: Improve Student Performance in Core Content by 10% each year based on the MME and MEAP

- Improve Teaching through creating shared responsibility for achievement, personalizing instruction and creating a professional teaching culture.
- Improve Learning through creating a safe, disciplined and engaged environment; developing systems that address the adverse conditions which impact learning; and developing close student-adult relationships.
- Institute data and performance systems that are real-time, data-driven and focused on continuous quality improvement.

Goal 2: Adopt a new governance structure which will include vertical and horizontal teams that utilize real-time data to inform instruction.

- Establish a school leadership team comprised of administrators, teachers, parents and community representatives dedicated to promoting shared decision making using real-time data.
- Establish vertical and horizontal teams (i.e., grade level and content area teams) that will review data to inform instruction and make adjustments in instructional delivery to meet the needs of all students.
- Professional Learning Communities will develop and implement common lesson plans, content rubrics, common assessments using standardized testing format. An Instructional Specialist for Reading, English Language Arts, Science, Social Studies and Mathematics will coordinate and monitor this activity.
- Establish a Teacher Effectiveness Team responsible for tying professional development to student achievement and evaluation.

Goal 3: Implement Comprehensive School Reform that is Research-Based

- Develop a school-wide approach to literacy using the Rigor/Relevance Framework; Content Literacy Continuum methods and integration of technology.
- Provide job-embedded coaching to teachers to support current research-based programs through the addition of four content coaches who will be used to help teachers increase the selection and quality implementation of instructional strategies and instruction. Coach and mentor roles and responsibilities are provided in Appendix 2.

Goal 4: Develop teacher and school leader effectiveness to dramatically improve academic achievement of all students

- Job-embedded executive coaching for principal and leadership team to effectively lead the school turnaround.
- A senior consultant from the International Center for Leadership in Education will provide job-embedded instructional coaching and support to content coaches, literacy coaches, and Data Specialist
- Provide job-embedded coaching to teachers to support current research-based programs through the addition of four content coaches who will be used to help teachers increase the selection of instructional strategies and instruction.
- Provide staff with an aligned and comprehensive professional development plan designed to improve school culture and teacher effectiveness. The plan will build capacity to support turnaround strategies.

Goal 5: Personalize instruction based on diagnostic assessment and flexible time-on-task

- Develop an advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in college and career readiness. This will require Southeastern High School to restructure the school day so that time is available for the strategy.
- Implement a series of interventions for students in the core academic area to increase the time students spend developing their reading literacy and math skills by utilizing the following:
 - Learning Village
 - Carnegie Math

- Reading 180, Wilson Reading and Fusion Reading
- Renaissance Learning – Star Reader and Math
- Provide flexible scheduling opportunities and extend the school year by;
 - Providing an intensive summer school program in math and ELA for academically at risk students
 - Provide Extended Day for Credit Recovery Intervention support to at-risk students and enrichment activities for all students
 - Requiring 9th grade students to take double periods in ELA and Math
 - Requiring 11th grade students to take a double period in math
 - Implementing Ed Options
- Implement interventions in the core academic areas to increase the opportunities for students to take college credit bearing courses by
 - Increasing the numbers of teachers certified to teach AP courses
 - Increasing the college bearing courses available for all students

Goal 6: Provide Pathways to Success

- Appoint a Dean of Student Affairs whose primary responsibilities will include:
 - Addressing social-emotional learning (e.g., self-awareness, self-management, social awareness, relationship skills, responsible decision-making)
 - Disciplinary infractions
 - Attendance/truancy issues
 - Active Community In Schools Programming
- Develop an early warning system to address adverse learning conditions based on attendance patterns, truancy patterns, student achievement, and behavioral referrals
- Improve the Freshman Academy by
 - Providing extended learning time in ELA and math for all 9th grade students
 - Provide social/emotional supports to students that include counselor, social worker and psychologist

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. International Center for Leadership in Education was selected from the MDE preapproved list. Founded in 1991, the International Center for Leadership in Education has a wealth of experience in assisting schools and districts in implementing organizational changes that translate into world-class curriculum, instruction, and assessment systems. The International Center has developed an extraordinary reservoir of resources and relationships to advance school improvement. Their Rigor and Relevance Framework is used in schools across the country and around the world to make instruction and assessment more rigorous and more relevant for all students. Their Learning Criteria to Support 21st Century Learners can help a school better define how well it is meeting the needs of all learners by looking at the whole school and the whole student.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

The District is currently working to create the Office of Priority Schools. This office will support the School Leadership Team's alignment of human resources to facilitate implementation of the turnaround intervention. Human and community resources will be aligned to effectively monitor the redesign plan. Highly qualified instructors and community and parental involvement will be key. Conducting walkthroughs and providing a platform for parent feedback are a couple of ways in which this will be done. Southeastern will partner with parents and the local school community to address collectively the needs of students. This will involve understanding content expectations, state assessments, business partnerships. Community sources will include Community in Schools, General Motors, Wayne County Prosecutors Office, Wayne County College and Wayne State University. These key stakeholders will form an advisory board in the turnaround efforts.

Additionally, ongoing mechanisms for family and community engagement will be facilitated through Communities in Schools (CIS). CIS will:

- Develop parent/community partnerships to support Turnaround Interventions

- Increase parent and community participation in school-wide decision and events
- Increase parent and community awareness of the impact of poverty on student achievement
- Provide parents and community members with strategies to reverse the impact of poverty on student achievement
- Leverage business and community partnerships to secure additional financial resources that support Turnaround Interventions
- Develop a Community Outreach action plan to bring agencies and resources to SEHS. Agencies include:
 - Workforce Development
 - Department of Health
 - Dental/Medical services
 - Wayne County Neighborhood Legal services
- Higher Education Opportunity Collaboration

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The following local building policies or practices have or will be modified to assure successful implementation of the intervention:

- **Shared Decision Making**

The District in collaboration with the DFT, negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus.

- **School Based-Performance Pay**

Additionally, to further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act

- **Provisions under the Priority School Agreement (Flexible Work Conditions)**
Per the agreement between the District and Priority School staff, Southeastern High School will:
 - Extend school day at least three hours per week
 - Participate in the Shared Decision-Making process by appointing a School Leadership Team
 - Hire staff based on a selective application process
 - Retain staff based upon performance, not seniority
 - Participate in mandatory prescriptive and prescribed professional development offered during the school day, after school, Saturdays and during the summer
- **Evaluation systems are designed with teacher and principal involvement.**

The District with teacher and principal involvement has developed a new Teacher Evaluation tool and process that: 1) creates a shared vision of good instruction; 2) provides meaningful feedback to teachers that support the refinement of instructional practices; 3) provides data that drives the design and development of individualized and a comprehensive professional development plan; 4) creates a system of reciprocal accountability; 5) includes both qualitative and quantitative data; and 6) ties academic and non-academic performance measures (student performance growth measures) to teacher performance.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Southeastern High School

Turnaround Intervention Plan Timeline

September, 2011 - June, 2014

SIG Year	Strategy/Activity	Timeline	Responsible
Pre-Implementation Activities			
	<ul style="list-style-type: none"> Transition Summer School, a four-week program for our incoming 9th graders. Pre-implementation Professional Development Technology integration motivation and engagement. 	March 2011-August 2011	Assistant Principal, Director of Professional Development, Literacy Coach
Year 1	Job-embedded executive coaching for principal and leadership team to investigate and develop the following turnaround intervention strategies: <ul style="list-style-type: none"> Effective teacher evaluation system based on student performance measures Action plan to recruit, train, and retain quality teachers Expanding the role of Communities in School Building student relationships through an Advisor/Advisee program Extended school day Flexible school conditions 	September 2011-July 2012 - 4 days per month onsite and 24/7 support via phone and email	Partner Provider, Turn Around School Coordinator, Teacher Effectiveness Team, Community in Schools Coordinator, Dean of Students
Year 2	Job-embedded executive coaching for principal and leadership team to implement the following turnaround intervention strategies: <ul style="list-style-type: none"> Effective teacher evaluation system based on student performance measures Action plan to recruit, train, and retain quality teachers Expanding the role of Communities in School Building student relationships through an Advisor/Advisee program Extended school day Flexible school conditions 	July 2012-June 2013 - 3 days per month onsite and 24/7 support via phone and email	Partner Provider, Turn Around School Coordinator, Teacher Effectiveness Team, Community in Schools Coordinator, Dean of Students
Year 3	Job-embedded executive coaching for principal and leadership team to evaluate, revise, and implement the following turnaround intervention strategies: <ul style="list-style-type: none"> Effective teacher evaluation system based on student performance measures Action plan to recruit, train, and retain quality teachers Expanding the role of Communities in School Building student relationships through an Advisor/Advisee program Extended school day Flexible school conditions 	July 2013-June 2014 - 2 days per month onsite and 24/7 support via phone and email	Partner Provider, Turn Around School Coordinator, Teacher Effectiveness Team, Community in Schools Coordinator

Year 1	Train leadership teams and instructional staff on the Collaborative Instructional Review System based on the International Center for Leadership in Education's Rigor/Relevance Framework	September 2011-July 2012	Partner Provider and Leadership Team
Year 2 - 3	Implement use of Collaborative Instructional Review to assess and evaluate teachers' classroom performance and to identify professional development needs	July 2012 – September 2014	Partner Provider
Year 1	Form a committee to develop a compensation schedule and career pathways for teachers and staff based on the teacher evaluation system	September 2011-2012	Priority School Office Administration, Turnaround School Coordinator, Teacher Effectiveness Team
Year 2	Implement the compensation schedule and career pathways for teachers and staff based on the teacher evaluation system	September 2012-July 2013	Priority School Office, Coach, Administration
Year 3	Implement compensation schedule that reward teachers for increased student value added	September 2013-2014	Priority School Office, Coach, Administration
Year 1 - 3	<p>A senior consultant from the International Center for Leadership in Education will provide job-embedded instructional coaching and support to content coaches, literacy coaches, and Data Specialist. All professional development events and activities will be coordinated by the ICLE instructional coach and approved by the school principal and executive coach. Responsibilities of the ICLE instructional coach include:</p> <ul style="list-style-type: none"> ○ Provide job-embedded training on the Rigor/Relevance Framework, Collaborative Instructional Review (CIR), and conducting a curriculum audit ○ Provide job-embedded training on development of Gold Seal Lessons and effective instructional strategies ○ Coordinate activities/strategies to implement Content Literacy Continuum (CLC) in all classrooms ○ Assist in building a school-wide literacy focus ○ Assist in the development of parameters for professional learning communities 	<p>September 2011-July 2012 – 5 Days per month (10 months) onsite and 24/7 support via phone and email</p> <p>September 2012-July 2013 – 4 Days per month (9 months) onsite and 24/7 support via phone and email</p> <p>September 2013-July 2014 – 3 Days per month (9 months) onsite and 24/7 support via phone and</p>	Partner Provider

		email	
Year 1-3	CLC will provide a trainer to coordinate literacy efforts at SEHS with the literacy specialist, core content coaches, and ICLE instructional coach	September 2011-July 2014 2 Days per month (10 months) onsite and 24/7 support via phone and email	University of Kansas Content Literacy Continuum Trainer
Year 1-3	<p>Appoint Data Specialist to institute system for measuring changes in instructional practices that result from targeted professional development based on district and school accountability measures. The Data specialist will also:</p> <ul style="list-style-type: none"> ○ Train staff on effective use of data ○ Empowerment through student data ○ Building a right regard for state data and alignment to formative and summative assessment 	3 Year appointment – September 2011-July 2014	Administration, Turn Around School Coordinator, Data Specialist
Year 1	<p>Provide staff with an aligned and comprehensive professional development plan designed to improve school culture and teacher effectiveness. PD plan will build capacity to support turnaround strategies that include:</p> <ul style="list-style-type: none"> ○ Use the Collaborative Instructional Review System based on the International Center for Leadership in Education's Rigor/Relevance Framework. This system will be used to assess and evaluate teachers' classroom performance and to identify professional development needs ○ Job-embedded coaching will be provided to core academic area teachers that includes: <ul style="list-style-type: none"> ○ Demonstration of literacy through use of CLC ○ Differentiate instruction ○ Implementation of effective strategies modeled by math and literacy coach. ○ Action planning for individual students based on data analysis and student response to intervention core academic areas <p>SEHS will assure that PD plan is aligned to the National Staff Development Council (NSDC) Standards for Staff Development</p>	September 2011-July 2014	Partner Provider, Content Coaches
Year 1-3	SEHS will continue to provide job-embedded coaching to teachers to support current research based programs through the addition of four content coaches who will be used to help teachers increase the use of the Rigor/Relevance	September 2011-July 2014	Partner Provider, Content Coaches

	Framework and CLC methods in selection of instructional strategies and activities, and to utilize specific inclusion and co-teaching strategies to improve performance of SWD		
Year 1	Provide professional development to school leadership/teachers to implement specific inclusion and co-teaching strategies to improve performance of SWD and to provide the least restrictive learning environment for all students	September 2011-July 2012	Director of Professional Development
Year 2-3	Evaluate, monitor, and adjust inclusion program and co-teaching strategies	July 2012-July 2014	Data Specialist
Year 1-3	Develop a school-wide approach to literacy at SEHS by fully implementing CLC. A literacy coach will be appointed at SEHS to ensure CLC alignment to Rigor/Relevance Framework and program expansion.	September 2011-July 2014	Content Coaches, University of Kansas
Year 1-3	Conduct quarterly curriculum audits at SEHS to ensure that written curriculum is aligned to what is being taught in the classroom and assessed by utilizing the Collaborative Instructional Review	July 2011-July 2014	Data Specialist
Year 1	Form a committee to increase the level of rigorous course offerings and opportunities for students to take college credit bearing courses by: <ul style="list-style-type: none"> ○ Increasing the teachers certified to teach AP courses ○ Increasing the college bearing courses available for all students ○ Eliminating restriction and prerequisites for advanced courses 	July 2011-July 2012	Administration Counseling Staff Teachers
Year 2	Implement interventions for students in the core academic areas and to increase the opportunities for students to take college credit bearing courses	July 2012-2013	Teacher Leaders Counseling
Year 3	Evaluate, monitor, and implement interventions for students in the core academic areas and to increase the opportunities for students to take college credit bearing courses	July 2013-2014	Data Specialist
Year 1-3	SEHS will implement a series of interventions for students in the core academic areas. Strategies include: <ul style="list-style-type: none"> ○ Interventions to increase the time students spend developing their reading literacy and math skills by utilizing programs: <ul style="list-style-type: none"> ○ Learning Village ○ Carnegie Math ○ Wilson Reading ○ Fusion Reading ○ Renaissance Learning – Star Reader and Math 	July 2011-July 2014	Content Coaches

	<ul style="list-style-type: none"> o Content Literacy Continuum o Provide credit recovery opportunities for students through Ed Option; an online education alternatives o Extended Day program for students at-risk in core academic areas <p>Implement a series of interventions for students in the core academic areas</p>		
Year 1-3	<p>SEHS will continue to use and integrate technology based interventions to provide alternative learning opportunities for students that include:</p> <ul style="list-style-type: none"> o Ed Options o Carnegie Math o Renaissance Learning i.e. Star Math & Reader o Accelerated Math & Reading <p>SEHS will also develop staff and student capacity to utilize Michigan Virtual High School and promote online learning opportunities</p>	September 2011-July 2014	Content Coaches
Year 1-3	<p>SEHS will improve the Freshman Academy by:</p> <ul style="list-style-type: none"> o Providing extended learning time in ELA and math for all 9th grade students o Providing social/emotional supports to students that include: <ul style="list-style-type: none"> o Dedicated guidance counselor o Social worker o Psychologist o Providing dedicated instructional coaches through Wayne RESA in core content areas 	September 2011-July 2014	Administration
Year 1-3	<p>SEHS will increase graduation rates through credit recovery and alternative learning opportunities for at-risk students and students who are reentering school after dropping out:</p> <ul style="list-style-type: none"> o Credit recovery through use of extended day opportunities in the core academic areas o Ed Option o Attendance at the Second Chance School – an alternative school for at-risk students and students re-entering o Communities in Schools programming/strategies 	September 2011-July 2014	Administration Counseling Team
Year 1	<p>Data specialist will work with school leadership and the Resource Coordinating Team to develop an automated early warning system to identify students who may be at risk of failure. The warning system will consist of:</p> <ul style="list-style-type: none"> o Attendance patterns o Truancy patterns o State testing results o Formative assessments in core academic areas o Disciplinary infractions/patterns 	September 2011-July 2012	Data Specialist Resource Coordination Team

Year 2	Data specialist will work with school leadership and the Resource Coordinating Team to implement an early warning system to identify students who may be at risk of failure. The warning system will consist of: <ul style="list-style-type: none"> Attendance patterns Truancy patterns State testing results Formative assessments in core academic areas Disciplinary infractions/patterns 	July 2012-July 2013	Data Specialist Resource Coordination Team
Year 3	Data specialist will work with school leadership and the Resource Coordinating Team to evaluate, revise, and implement an early warning system to identify students who may be at risk of failure. The warning system will consist of: <ul style="list-style-type: none"> Attendance patterns Truancy patterns State testing results Formative assessments in core academic areas Disciplinary infractions/patterns 	July 2013-July 2014	Data Specialist Resource Coordination Team
Year 1-3	SEHS will appoint a Education Technology Technician to support teacher use of instructional technology and to service hardware and software	September 2011-July 2014	Administration
Year 1	SEHS will provide flexible scheduling opportunities and extend the school year by: <ol style="list-style-type: none"> Providing an intensive summer school program in math and ELA for academically at risk students Provide Extended Day intervention support to at-risk students Requiring 9th grade students to take double periods in ELA and Math Requiring 11th grade students to take a double period in math Implementing Ed Options Reducing lunch period by 50% and using this time to provide Seminar period for students. 	September 2011-July 2012	Administration
Year 2-3	Evaluate and monitor the success of extended learning time	July 2012-July 2014	Data Specialist
Year 1-3	Provide time for teachers to collaborate, including time for vertical and horizontal planning	July 2011-July 2014	Administration, Teacher Effectiveness Team
Year 1-3	SEHS will appoint a Dean of Student Affairs whose primary responsibility will be student affairs that includes: <ul style="list-style-type: none"> Address social-emotional learning (e.g., self-awareness, self-management, social awareness, relationship skills, responsible decision-making) Disciplinary infractions Attendance/truancy issues 	September 2011-2014	Administration

	<ul style="list-style-type: none"> ○ Active in CIS programming ○ Coordinate activities of Detroit Public Schools Police Officers at SEHS 		
Year 1-3	<p>SEHS will appoint two assistant attendance officers whose primary responsibilities include:</p> <ul style="list-style-type: none"> ○ Monitor daily student attendance/truancy ○ Notify staff and parents based on students entering the Early Warning System ○ Document issues and actions <p>This will allow leadership at SEHS to assign an attendance officer to each grade level thus increasing the ability to improve student attendance.</p>	September 2011-July 2014	Administration Dean of Students
Year 1	<p>SEHS will provide ongoing mechanisms for family and community engagement through Communities in Schools (CIS). CIS will:</p> <ul style="list-style-type: none"> ○ Develop parent/community partnerships to support Turnaround Interventions ○ Increase parent and community participation in school-wide decision and events ○ Increase parent and community awareness of the impact of poverty on student achievement ○ Provide parents and community members with strategies to reverse the impact of poverty on student achievement ○ Leverage business and community partnerships to secure additional financial resources that support Turnaround Interventions ○ Develop a Community Outreach action plan to bring agencies and resources to SEHS. Agencies include: <ul style="list-style-type: none"> ○ Workforce Development ○ Department of Health ○ Dental/Medial services ○ Wayne County Neighborhood Legal services ○ Higher Education Opportunity Collaboration 	September 2011-July 2012	Community In Schools
Year 2-3	<p>Implement Community Outreach action plan by providing physical space and schedule for agencies:</p> <ul style="list-style-type: none"> ○ Workforce Development ○ Department of Health ○ Dental/Medial services ○ Wayne County Neighborhood Legal services ○ Higher Education Opportunity Collaboration <p>Additionally, SEHS will appoint a community liaison to coordinate the outreach program</p>	July 2012-July 2014	Community In Schools
Year 1-3	SEHS will continue to utilize the Wayne County Prosecutors Office by implementing the Safe Schools Initiative designed to improve school culture and student engagement	September 2011-July 2014	Chairperson
Year 1-3	<p>SEHS will appoint a full-time guidance counselor who will be responsible for:</p> <ul style="list-style-type: none"> ○ Expanding the Spring Board Program 	September 2013 – July 2014	Administration

	<ul style="list-style-type: none"> ○ Developing and implementing a Conflict Resolution Program ○ Oversee the development and implementation of the advisor/advisee program ○ Promote pathways to career and college preparedness for students <ul style="list-style-type: none"> ○ Applying to college ○ Completing FAFSA 		
Year 1	SEHS will develop an advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in college and career readiness. This will require SEHS to restructure the school day so time is available for this strategy	September 2011-July 2012	Counseling Team Administration
Year 2	SEHS will implement the advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in college and career readiness	July 2012-July 2013	Counseling Team
Year 3	SEHS will evaluate, revise, and implement the advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in college and career readiness.	July 2013-July 2014	Counseling Team
Year 1-3	<p>SEHS will continue to implementing approaches to improve school climate and discipline by administering a series of surveys</p> <p style="text-align: center;">Surveys include:</p> <ul style="list-style-type: none"> ○ We Learn ○ We Teach ○ We Lead ○ CIS Needs Assessment ○ SAR – Advanced Ed 	September 2011-July 2014	Partner Provider Data Specialist

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the

present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

Southeastern High Schools goals for reading and mathematics are depicted in the following table:

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	23%	33%	43%	53%
Mathematics	4%	14%	24%	34%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Southeastern High School of Technology and Law also collaborated with International Center for Leadership Education, Wayne RESA, Communities in Schools, and the Wayne County Prosecutors Office and General Motors.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Southeastern is a school wide Title I funded school, as a result of receiving the SIG grant, along with making AYP, we will continue to utilize title I funds and district funds to sustain reform. In order to build capacity, Southeastern will reach out to partners, the

community, universities, local and central district resources, our Intermediate School District (ISD), and other outside resources. Southeastern will align any monetary resources with the proposed redesign plan long with human capital and technology. As a result of intensive, targeted professional development, designing better structures for data utilization, and better performance systems we will the build capacity, sustain, and grow more effective teachers and leaders.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model.

Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Dr. Gerald E. Craft was appointed as principal of Southeastern High School of Technology August 15, 2009.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

The District with teacher and principal involvement has developed a new Teacher Evaluation tool and process that: 1) creates a shared vision of good instruction; 2) provides meaningful feedback to teachers that support the refinement of instructional practices; 3) provides data that drives the design and development of individualized and a comprehensive professional development plan; 4) creates a system of reciprocal accountability; 5) includes both qualitative and quantitative data; and 6) ties academic and non-academic performance measures (student performance growth measures) to teacher performance.

3. Screen all existing staff and rehire no more than 50 per cent.

As a Priority school, the district required the principal to select all new staff for the 2009 – 2010 school year. At the beginning of this school year 2010-11 teachers were required to reapply for their jobs and the principal replaced 50% of the staff. This selection process will continue each year as necessary.

4. Select new staff.

New staff is recruited based on the set of priority school expectations. Staff signs a letter agreeing to the requirements identified for priority schools.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

To further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. Per the agreement between the District and Priority School staff, Southeastern High School will:

- Extended school day at least three hours per week
- Participate in the Shared Decision-Making process by appointing a School Leadership Team
- Hire staff based on a selective application process
- Retain staff based upon performance, not seniority
- Participate in mandatory prescriptive and prescribed professional development offered during the school day, after school, Saturdays and during the summer

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

The School Leadership Team and the International Center for Leadership in Education will facilitate the development of a professional development plan that is aligned to the National Staff Development Standards for Staff Development. The plan will be a part of a coherent instructional program that is aligned to state standards and curriculum, and instructional strategies. The Teacher Effectiveness Team will play an integral role in linking professional development to student achievement which will be designed with staff.

Southeastern High School will utilize the *partnership coaching* model. (Knight, 2007) Professional development will primarily be provided by District Literacy and Math Coaches and the four Core Instructional Coaches. For optimal success, the coaches will be assigned to work with four teachers each, one day per week with the intent of increasing teacher effectiveness of 25 teachers per year. Over a three year period, 75 teachers will have increased their effectiveness as evidenced by student achievement. Moreover, this approach will build capacity of the school sustain the turnaround effort.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

The District is currently working to create the Office of Priority Schools. This office will support the School Leadership Team's alignment of human resources to facilitate implementation of the turnaround intervention. This office will include an Assistant Superintendent of Priority Schools, School Budget Implementation/Compliance Officer, and Priority School Coaches.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Southeastern will use the District curriculum which is aligned to the State standards to create student standards that include exemplars of student work, rubrics and criteria for proficiency on assessment items. The International Center for Leadership in Education, Data Specialist, Data Team, and grade and cross grade level team meetings will meet regularly to review data. These data will be tied to decisions about student interventions i.e., RTI models, tutoring, after school interventions, and differentiating instruction. These data will also be tied to decisions about teacher professional learning needs.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

A formative and summative assessment plan will be developed by the Data and Assessment Teams so that assessment of student learning will align itself with the curriculum so that students' progress is measured by what is taught. The Assessment

plan will include Benchmark data, review of student work, short cycle assessments, grade distribution reports as well as MEAP/MME.

These real-time data will be used to differentiate instruction through tiered lessons. Tomlinson (1999) refers to tiered lessons as the “meat and potatoes” of differentiation of instruction. Teachers will use the data gathered in assessment to determine the number of tiers and range of ability levels in our classes allowing several pathways for students based on our students’ interests, readiness levels and learning profiles.

10. Establish schedules and implement strategies that provide increased learning time.

Increased learning time will be accomplished by providing opportunities for accelerating instruction for those students who need support and providing advance coursework to prepare our students for college and the workforce. “Students are more likely to stay in school (Achambault, Janosz, Morizot and Pagani, 2009) and perform at high levels (Cole, Kennedy, & Ben-Avie, 2009) if they are engaged with a challenging curriculum that helps them develop the college- and career-ready skills they need to succeed after high school.” Extended learning opportunities will include after school credit recovery offerings, online courses, double dosing, advanced placement, advanced science, robotics, CAD, animation, web designing, dual enrollment, summer school and transition academy.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

Southeastern will establish a system to provide pathways to success for our students. Coordinated by a Dean of Student Affairs this system will be designed to

- Addressing social-emotional learning (e.g., self-awareness, self-management, social awareness, relationship skills, responsible decision-making)
- Disciplinary infractions
- Attendance/truancy issues
- Active Community In Schools Programming
- Develop an early warning system to address adverse learning conditions

- Facilitate the provision of other/emotional supports to students that include
 - Dedicated guidance counselor
 - Social worker
 - Psychologist
 - Community In Schools Programming and agencies

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000	\$2,000,000	\$1,750,000	\$1,500,000	\$5,429,000

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	74,730
Student Data	
Dropout rate	18%
Student attendance rate	79%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	62(95%)
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	65
Number and percentage enrolled in college from most recent graduating class	109(30%)
Student Connection/School Climate	
Number of disciplinary incidents	400
Number of students involved in disciplinary incidents	120
Number of truant students	350
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Unavailable
Teacher Attendance Rate	81%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Southeastern Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Dean of Student Affairs; Attendance Officer; two assistant attendance officers	165000
		BENEFITS	Dean of Student Affairs; Attendance Officer; two assistant attendance officers	65000
		PURCHASED SERVICES	PD for Absenteeism and Truancy Reduction	8000
		SUPPLIES & MATERIALS	Office Supplies	5000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	Two Guidance Counselors	131000
		BENEFITS	Two Guidance Counselors	41000
		PURCHASED SERVICES	Develop rigorous course offerings; Advisor/Advisee Program	22000
		SUPPLIES & MATERIALS	Develop rigorous course offerings; Advisor/Advisee Program	8000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES	Two Reading Intervention Specialists	140000
		BENEFITS	Two Reading Intervention Specialists	60000
		PURCHASED SERVICES	Reading Intervention Materials	20000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Four Content Coaches; 2 substitutes	340000
		BENEFITS	Four Content Coaches; 2 substitutes	135000
		PURCHASED SERVICES	CLC Trainer ; PD in co-teaching, differentiating instruction	55000
		SUPPLIES & MATERIALS	Four Content Coachers, CLC Trainer ; PD in co-teaching, differentiating instruction	15000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES	Technology Technician	47000
		BENEFITS	Technology Technician	8000
		PURCHASED SERVICES	Technology PD	10000
		SUPPLIES & MATERIALS	Educational Options; Two Carnegie Math Computer Carts, 80 Classrooms with Projector System hooked to internet, digital camera, document camera, Interwrite, White Board, Individual Response System; Books for Carnegie Math, Graphing Calculators and office supplies	452000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES	Turnaround School Coordinator	70000
		BENEFITS	Turnaround School Coordinator	30000
		PURCHASED SERVICES	Develop Career Pathways for Teachers; PD for Turnaround	12000
		SUPPLIES & MATERIALS	Develop Career Pathways for Teachers	10000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES	Data Specialist	70000
		BENEFITS	Data Specialist	30000
		PURCHASED SERVICES	ICLE Needs Assessment; CIS Needs Assessment and AdvancEd SAR	6000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Develop parent/community partnerships; Increase parent/community awareness of Turnaround	7500
		SUPPLIES & MATERIALS	Develop parent/community partnerships; Increase parent/community awareness of Turnaround	7500
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Field Trips	20000
		SUPPLIES & MATERIALS	Incentives, office supplies	10000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$2,000,000.00

Southeastern Year 2

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Dean of Student Affairs; Attendance Officer; two assistant attendance officers	165000
		BENEFITS	Dean of Student Affairs; Attendance Officer; two assistant attendance officers	65000
		PURCHASED SERVICES	PD for Absenteeism and Truancy Reduction	8000
		SUPPLIES & MATERIALS	Office Supplies	5000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	Two Guidance Counselors	131000
		BENEFITS	Two Guidance Counselors	41000
		PURCHASED SERVICES	Develop rigorous course offerings; Advisor/Advisee Program	22000
		SUPPLIES & MATERIALS	Develop rigorous course offerings; Advisor/Advisee Program	8000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES	Two Reading Intervention Specialists	140000
		BENEFITS	Two Reading Intervention Specialists	60000
		PURCHASED SERVICES	Reading Intervention Materials	20000
		SUPPLIES & MATERIALS		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Four Content Coaches; 2 substitutes	340000
		BENEFITS	Four Content Coaches; 2 substitutes	135000
		PURCHASED SERVICES	CLC Trainer ; PD in co-teaching, differentiating instruction	55000
		SUPPLIES & MATERIALS	Four Content Coachers, CLC Trainer ; PD in co-teaching, differentiating instruction	15000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES	Technology Technician	47000
		BENEFITS	Technology Technician	8000
		PURCHASED SERVICES	Technology PD	10000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES	Turnaround School Coordinator	70000
		BENEFITS	Turnaround School Coordinator	30000
		PURCHASED SERVICES	Develop Career Pathways for Teachers; PD for Turnaround	12000
		SUPPLIES & MATERIALS	Develop Career Pathways for Teachers	10000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES	Data Specialist	70000
		BENEFITS	Data Specialist	30000
		PURCHASED SERVICES	ICLE Needs Assessment; CIS Needs Assessment and AdvancEd SAR	6000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Develop parent/community partnerships; Increase parent/community awareness of Turnaround	7500
		SUPPLIES & MATERIALS	Develop parent/community partnerships; Increase parent/community awareness of Turnaround	7500
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Field Trips	20000
		SUPPLIES & MATERIALS	Incentives, office supplies	10000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,548,000.00

Southeastern Year 3

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Dean of Student Affairs; Attendance Officer; two assistant attendance officers	165000
		BENEFITS	Dean of Student Affairs; Attendance Officer; two assistant attendance officers	65000
		PURCHASED SERVICES	PD for Absenteeism and Truancy Reduction	8000
		SUPPLIES & MATERIALS	Office Supplies	5000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	Two Guidance Counselors	131000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS	Two Guidance Counselors	41000
		PURCHASED SERVICES	Develop rigorous course offerings; Advisor/Advisee Program	22000
		SUPPLIES & MATERIALS	Develop rigorous course offerings; Advisor/Advisee Program	8000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES	Two Reading Intervention Specialists	140000
		BENEFITS	Two Reading Intervention Specialists	60000
		PURCHASED SERVICES	Reading Intervention Materials	20000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Four Content Coaches; 2 substitutes	340000
		BENEFITS	Four Content Coaches; 2 substitutes	135000
		PURCHASED SERVICES	CLC Trainer ; PD in co-teaching, differentiating instruction	55000
		SUPPLIES & MATERIALS	Four Content Coaches, CLC Trainer ; PD in co-teaching, differentiating instruction	15000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES	Technology Technician	47000
		BENEFITS	Technology Technician	8000
		PURCHASED SERVICES	Technology PD	10000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES	Turnaround School Coordinator	70000
		BENEFITS	Turnaround School Coordinator	30000
		PURCHASED SERVICES	Develop Career Pathways for Teachers; PD for Turnaround	12000
		SUPPLIES & MATERIALS	Develop Career Pathways for Teachers	10000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES	Data Specialist	70000
		BENEFITS	Data Specialist	30000
		PURCHASED SERVICES	ICLE Needs Assessment; CIS Needs Assessment and AdvancEd SAR	6000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Develop parent/community partnerships; Increase parent/community awareness of Turnaround	7500
		SUPPLIES & MATERIALS	Develop parent/community partnerships; Increase parent/community awareness of Turnaround	7500
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Field Trips	20000
		SUPPLIES & MATERIALS	Incentives, office supplies	10000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,548,000.00

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Southeastern High School

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Costs for services provided by(1) Asst. Principal {Dean Student Affairs}@ \$60,000 (1) Attendance Officer @ \$43,508 (2) Assistant Attendance Officers@ \$18,393 each HDLV&Fringe= \$89,706: to assist students that have attendance problems that impede academic achievement.	4	\$140,295	\$89,705					\$230,000
211 - Support Services – Pupil – Truancy/Absenteeism Services	Supplies for Title I Attendance Agent/Officer to assist students with attendance problems that impede academic achievement.					\$5,000			\$5,000
	Sub-Total	4	\$140,295	\$89,705		\$5,000			\$235,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Costs for services provided by (2) Counselors@ \$57,506= \$113,012 HDLV&Fringe= \$56,988 to eligible Title I students. The SIG funded counselors work with targeted students beyond traditional counseling.	2	\$115,012	\$56,988					\$172,000
212 - Support Services – Pupil – Guidance Services	Costs for outside consultants who will provide services by developing and implementing an Advisor/Advisee Program that has rigorous course offerings				\$22,000				\$22,000
212 - Support Services – Pupil – Guidance Services	Costs for supplies for outside consultants who develop and implement an Advisor/Advisee Program that has rigorous course offerings					\$8,000			\$8,000
	Sub-Total	2	\$115,012	\$56,988	\$22,000	\$8,000			\$202,000

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
---------------	-------------	-------------	------------------	------------------	----------------------------------	------------------------------	------------------------	------------------------------	-------

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Southeastern High School

221 - Improvement of Instruction	Cost for (2) Reading Intervention Specialist @\$136,393 HDLV&Fringe=\$63,607- to aid staff and students in providing suppl. instructional services in core academic subjects of ELA	2	\$136,393	\$63,607					\$200,000
221 - Improvement of Instruction	Cost for supplies for (2) Reading Intervention Specialist to aid staff and students in providing suppl. instructional services in core academic subjects of ELA					\$20,000			\$20,000
221 - Improvement of Instruction	Cost for (4) Four Core Content Coaches @\$68,022 each to provide and (2) Substitute @\$29,575 each substitute teachers to enable teachers to attend/participate in professional development/workshop activities to develop teachings skills @ \$ 17.50 per hour- (teacher coaches) to aid staff in providing suppl. instructional services in core academic subjects of ELA, Science, Soc Stud and Math	6	\$331,239	\$143,761					\$475,000
221 - Improvement of Instruction	The purchased service will be provided by approved district vendors to develop teachers skills: Vendors will include CLC Trainer;PD in Co-teaching, differentiating instruction, PD Absenteeism and Truancey Reduction PD in Using Technology for Instruction in the Class Room					\$73,000			\$73,000
221 - Improvement of Instruction	Cost for supplies for Four Core Content Coaches, CLC Trainer;PD in co-teaching, differentiating instruction					\$15,000			\$15,000
	Sub-Total	8	\$467,632	\$207,368	\$73,000	\$35,000			\$783,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	Cost of 1 Technology Technician positions @\$33,125 fringe=\$21,875the salary to support the improvement of instructional activities.	1	\$33,125	\$21,875					\$55,000
225 - Computer-Assisted Instruction	Costs for supplemental instructional activities where technology equipment is the principal medium of instruction for eligible Title I students.Educational Options; Two Carnegie Math Computer Carts, 80 Classrooms with Projector System hooked to internet, digital camera, document camera, Interwrite, White Board, Individual Response System; Books for Carnegie Math, Graphing Calculators and office supplies					\$452,000			\$452,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Southeastern High School

Sub-Total	1	\$33,125	\$21,875	\$452,000	\$507,000
-----------	---	----------	----------	-----------	-----------

240 - Support Services – School Administration

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
249 - Other School Administration	Cost of 1 Turnaround School Coordinator positions @ \$68,196 and HDLV&Fringe @ \$31,804 the salary to support the improvement of instructional activities.	1	\$68,196	\$31,804					\$100,000
249 - Other School Administration	PD for Turnaround School Coordinator to develop Career Pathways for Teachers				\$12,000				\$12,000
249 - Other School Administration	Cost for supplies for PD for Turnaround School Coordinator to develop Career Pathways for Teachers					\$10,000			\$10,000
	Sub-Total	1	\$68,196	\$31,804	\$12,000	\$10,000			\$122,000

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
281 - Planning, Research, Development, and Evaluation	Cost of 1 Data Specialist positions @ \$68,196 and HDLV&Fringe @ \$31,804 to support the improvement of instructional activities	1	\$68,196	\$31,804					\$100,000
281 - Planning, Research, Development, and Evaluation	Cost for supplies to conduct ICLE Needs Assessment; CIS Needs Assessment and AdvancEd SAR					\$6,000			\$6,000
	Sub-Total	1	\$68,196	\$31,804		\$6,000			\$106,000

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Develop parent/community partnerships; Increase parent/community awareness of Turnaround				\$7,500				\$7,500

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Southeastern High School

331 - Community Activities	Cost for supplies to Develop parent/community partnerships; Increase parent/community awareness of Turnaround				\$7,500		\$7,500
331 - Community Activities	Cost of field trips geared toward the improvement of instruction for 50 participants and a total of 4 trips @ \$100 per trip which includes the cost of			\$20,000			\$20,000
331 - Community Activities	Cost for supplies and materials for parent involvement activities and office supplies				\$10,000		\$10,000
	Sub-Total			\$27,500	\$17,500		\$45,000
<hr/>							
	Sub Total	17	\$892,456	\$439,544	\$134,500	\$533,500	\$2,000,000
	Indirect Cost (Max Allowed: 4.45%)						\$0
	Grand Total						\$2,000,000
	Allocation						\$0

Appendix

Southeastern High School of Technology

Dr. Gerald E. Craft, Principal

Cabinet Meeting

September 20, 2010 @ 3:00 p.m.

I. District News

II. Administrative Issues

- Student Enrollment/Schedules (Linton)
- Grade Level Assemblies 4th hour in Gymnasium (all admin)
 - 12th grade - Tues., Sept. 21st
 - 11th grade - Wed., Sept 22nd
 - 10th grade - Thurs., Sept. 23rd

III. Student Issues

- Dress Code enforced (all admin)
- Big Brothers/Big Sisters (Burroughs)
- Vocational Technical Update (Hobdy)

IV. Curriculum Issues

- Walk-throughs/Observations – Rigor/Relevance (all admin)
- Master Scheduling (Linton)

V. Upcoming Events or Activities

- 4th Count Wednesday
- – September 29th

Ideas for Improvement:

Southeastern High School of Technology and Law

Staff Meeting Agenda

January 12, 2011

Quote: "They may forget what you said but they will never forget how you made them feel." – Carol Buchner

"Students will not rise to low expectations". – Barry Cannon, Teacher

I Welcome Dr. Gerald E. Craft - Principal

II. Report Cards Ms. Linton, Vice Principal

III. SIP **School Improvement Action Plan** – Ms. A. Washington

SIP Chair – 5 minutes

Standard 1 - Vision and Purpose – Ms. C. Rayford Blythe - Co-Chair – 10 minutes Power-point presentation

Team: Ms. Diggins, Ms. Cracchiolo, Ms. Harris and. Ms. Pagel

Standard 4 – Documenting and using Results Ms. Beverly Tracy - Co-Chair

Team: Major McPherson, SFC Thomas, K. Rimmer, B.McClelland, J. Cunningham and C. Killian

15 minutes Break Session – School Improvement Team

IV. ICLE **International Center for Leadership in Education**

Dr. Irvin Jones, School Partner – Introduction of ICLE Coaches for ELA, Science and Social Studies

- V. CLC Content Literacy Continuum - Mr. Segrist, Teacher
Pass word for Successful Practice Network

VI. Questions and Concerns:

Southeastern High School of Technology and Law

Dr. Gerald E. Craft, Principal

**Vice Principals: Mr. Burroughs, Ms. Hobdy, Ms. Jenkins, Ms. Linton &
Ms. Reeves**

Professional Development Day

Net Notebook

Friday, December 10, 2010

AGENDA

Southeastern High School of Technology and Law

Dr. Gerald E. Craft, Principal

Vice Principals: Mr. Burroughs, Ms. Hobdy, Ms. Jenkins, Ms. Linton & Ms. Reeves

Professional Development Day

Friday, December 10, 2010

AGENDA

Morning Session: 8:30 a.m. to 12:00 noon

I Greeting & Opening Dr. Gerald E. Craft, Principal

School's Vision and Mission

II Icebreaker Ms. Hobdy, Assistant Principal

III Net Notebook Presentation Ms. J Jones, Teacher

BREAK – 10:30 a.m. – 10:45 a.m.

IV Holiday Study Packet/Incentives Content Group Discussions (Staff)

V First Semester Marking Process Ms. Linton, Assistant Principal

VI School Improvement Standards 1-7 Ms. Washington – SIP Coordinator

(Break Out Sessions)

LUNCH – 12:00 noon – 1:00 p.m.

Afternoon Session: 1:00 p.m. to 3:15 p.m. (Teachers work in their classrooms)

Southeastern High School of Technology and Law

Staff Meeting Agenda

February 9, 2011

I Welcome Dr. Gerald E. Craft – Principal

II. MME Pre-Registration` Ms. Riley, Test Coordinator

III. Student – Math lesson Ms. Jenkins, Assistant Principal

IV. SIP Presentations Standard VII – Commitment to Continuous Improvement – Ms. Allen & Ms. Washington (Making Concrete Connections) 25 minutes

School Improvement Grant Presentation – SIP/SIG Executive Summary – Ms. O. Redd & Ms. J. Jones

VI. Questions and Concerns:

Detroit Public Schools

Southeastern High School of Technology

School Improvement Committee List

Wednesday, February 16, 2011

Please report to the designated room assignment listed below:

Standard 1: Vision and Purpose

Co-Chair: Dr. Pettaway

Team:

C. Rayford-Blythe

T. Diggins

T. Cracchiol **Rm. 202**

G. Griffin

B. Harris

A. Brantley

Standard 2: Governance and Leadership

Co-Chair: Mr. Mayberry

Team:

D. Babic

T. Godfrey

M. Maxey **Rm. 232**

P. Kilby

B. Kropik

A. Williams

D. Newberry

J. Lawrence-Tyus

Standard 3: Teaching and Learning

Co-Chair: Mrs. Riley

Team:

D. Dobrski

Standard 4: Documenting and Using Results

Co-Chair: Mrs. Beverly Tracy

Team:

MAJ McPherson

M. Marita		SFC Threats	
H. Hratchian		SFC Thomas	
T. Pishko	(Media Center)	K. Rimmer	Rm. <u>131</u>
H. Qadah	.	R. Blakemore	
P. McCall		B. McClelland	
D. Caughey		J. Cunningham	
D. Barnes		P. Yakaitis	
D. Mckenzie		D. Miles	
C. Segrist			
M. Balakrishman			
V. Session			
C. Eccles			

Standard 5: Resource and Support Systems Standard 6: Stakeholders, Communication and Relationships

Co-Chair: Mr. Duncan

Co-Chair: Ms. Lewis

Team:

W. Ramey

A. Perdue

D. English **Rm. 302**

J. Mason **(Section B/**

E. Moseley **Teachers Lounge)**

J. Bell

K. Hasanaj

Team:

B. Stroud

M. Ries

M. Stransberry **Rm. 135**

S. Powell **(Counselor Suite)**

R. Bernard

B. Kropik

C. Roddie

L. Spain

Standard 7: Commitment to Continuous Improvement

Co-Chair: Ms. Borum

Team:

****Meet in room 138 if your
sure which room
to. Thank you.
Teachers Lounge)**

D. Dibasio	V. Williams	D. Wells	Rm. 302 <u>not</u>
H. Thomas	O. Redd	C. Scott	(Section <u>A</u> <u>report</u>
J. Jones	T. Walker		

These committees meet on the first and third Wednesday of the month.

The Roles and Responsibilities of a Coach

February 10, 2011

Presented at the February Principal's Conference by Gloriane Allen, Kimberly Ingram, and Nekeya Irby

Each coach must:

- Believe that all students can learn and deserve access to quality instruction
- Attend Professional Development for Coaches
- Attend Professional Development for Teachers
- Provide formal and informal Professional Development for Teachers
- Understand and support implementation of standards in all classrooms
- Understand and support implementation of instructional programs
- Provide Demonstration Lessons in Classrooms for Teachers, both one-on-one and in collaborative groups
- Implement research-based strategies during Demonstration Lessons and during Co-Planning/Co-Teaching
- Develop additional site opportunities for Teacher collaboration
- Analyze classroom, grade-level and site data to facilitate data-driven decision making and the ability to monitor and adjust instruction
- Facilitate grade-level and content area meetings focused on data, standards, and research-based strategies
- Respect the Principal and keep lines of communication open between the Principal and Coach
- Respect Teachers and keep lines of communication open between Coach and Teacher
- Understand and support district and school-site initiatives

**Access today's PowerPoint, handouts, and other resources on
Learning Village under Professional Development.**

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Southeastern High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____